

the

# AMERICAN TEACHER

magazine

APRIL, 1957



A. F. of T.  
WORKSHOP

HOW A.F. OF T.  
BEGAN

PANACEAS  
IN EDUCATION

ANNUAL SALARY  
SURVEY

# Opinion of Others

**I**T IS OFTEN ASSERTED that all the subsidies and grants which appear in the federal budget are there because of the special interests of pressure groups. There is, of course, some truth in this. But as a generalized rule, it is untrue and grossly unfair.

**From the Chicago Sun-Times** In the case of federal aid for schools, it is truer and fairer to say that the opposition comes from pressure groups, whereas the support is truly national and public-spirited. There is no special interest which is going to be favored specially by the adoption of these proposals. The demand for them comes from teachers and from school superintendents, from parents and from civic leaders who are worrying about our failure to provide a large part of the coming generation with adequate schooling.

Indeed the support of education—by the localities, the states and the federal government—is like the support of the national defense. It is a public and patriotic duty which this generation owes to the next. Can we afford to support American education? The answer is that we cannot afford not to support it. Do we have the money to support it? Well, in the past 25 years the national income has risen \$300 billion while the amount we spend on education has increased by little more than \$7 billion or \$8 billion.

The truth is that it is absurd to say that the richest country in the history of mankind cannot afford both to defend itself and to educate its children.—Walter Lippman



**A**MILWAUKEE official of the American Federation of Teachers has warned against an alleged proposal to pay teachers more for taking on additional numbers of children in their classes. While we have

**From the Racine, Wis., Journal-Times** not heard this proposal made by any Wisconsin school board, we agree that it would be a poor practice and a self-defeating one.

If this plan were ever put into force—and we doubt that any intelligent educational administrators or thoughtful school boards would approve it—it would represent a confusion of quality with quantity in education. The best teaching cannot be done in elementary classes over-loaded with children for the simple reason that no teacher can give the necessary individual attention to an over-loaded class.

But what constitutes an over-load? The *A.F. of T.* official believes that "Any class of over 25 works an injustice on the student . . ." That seems to be a minimum figure. The Racine public school system tries to keep its classes at 30 or below, and is rather proud of the fact that last September's starting classes numbered only about a half dozen which were slightly over 30.

Larger classes are sometimes a necessity in school systems being flooded by a wave of children beyond

the capacity of school room facilities or teaching manpower. In Racine, we have been able to keep up with that flood of children, and it appears now that elementary school building plans will make extreme over-loading of classes unnecessary.

Paying teachers more for larger classes certainly is not the answer to the school problem. The quality of education would be diluted, and eventually the plan would defeat itself, because few teachers would be satisfied to work in a system of unequal pay dictated by emergency circumstances.



**A VIGOROUS** and effective union means important benefits for you and the other members of your organization—higher wages, better conditions, more security. A union becomes vigorous and effective only

**From a State Labor Paper<sup>1</sup>** when its members demonstrate that they are sincerely interested in its affairs not only at new-contract time but through the fifty-two weeks of the year.

If you expect your union to do a good job for you, remember that you must do your part by being a real trade unionist all the time. If you want to make economic progress, you must help constantly to strengthen your union. An effective union means good contracts; a flabby union means poor contracts or no contracts. One of the most valuable contributions you and your fellow members can make is by regular attendance at the meetings of your local union. That's the way to insure that your union will be effective and democratic.



**T**HE ATTEMPT to ease the teacher shortage in schools by the use of cadet teachers (*student teachers*) is not an honest effort to solve a serious problem. As long as there are apprentices to fill teaching stations,

**From the O.F. of T.<sup>2</sup> Newsletter** there will be little effort on the part of school authorities, state or local, to find experienced and fully-trained personnel. The encouragement of cadet teaching in the schools works an injustice on all concerned . . . the cadet teacher, the experienced teacher, the students, and the parents who are paying the salary . . . Not only is such a teacher put into a position of great responsibility; he is given the added burden of doing a man's job for a child's pay . . . There has been a crisis in the schools of one sort or another for over a score of years. A crisis is met by courageous action, not by stop-gap methods and employment of ostrich-like tactics. Big problems should be met by big thinking. The use of cadet teachers is not that kind of thinking.

<sup>1</sup>Weekly News Letter, Illinois State Federation of Labor.  
<sup>2</sup>Ohio Federation of Teachers



## Can't you just see how good they'll taste in glass?

Often guesswork's fun, but not when you're planning meals. When you buy foods in glass you know what you're getting . . . and you can tell how good they will be. And things stay good in glass. Pickles,

for instance, stay sweet or sour, just as they should, even when you don't finish them first time round. Look for more foods you and your family enjoy in clear, sparkling glass.

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# The AMERICAN TEACHER magazine

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April, 1957

## ON OUR COVER

Teacher, left, on our cover, snapped teaching teachers Union techniques and philosophy is Dr. Edwin H. Young, chairman of the department of economics, University of Wisconsin who will be on the faculty of the *American Federation of Teachers* Workshop in the university's School for Workers this summer.

The photo, taken at a previous *A.F. of T.* Workshop in Madison, shows Dr. Young, a former director of the university's School for Workers and member of the University of Wisconsin Teachers Union, Local 223, in session with three attending *A.F. of T.* members.

The teachers being taught by Dr. Young are Miss Eileen Bonney, seated, member of the *Griffith (Ind.) Teachers Union, Local 761*, attending on a scholarship from the *Indiana Council of Teachers Unions*; Mrs. Jo Johnson, member of the *Minneapolis (Minn.) Federation of Women Teachers, Local 59*, and Leslie Suha, member of the *Milwaukee (Wis.) Teachers Union, Local 252*.

Three *A.F. of T.* Workshops to be held this summer, one as traditionally at the School for Workers, University of Wisconsin, July 14 to 19; another at Penn State, Aug. 4 to 9, and the other on the west coast at a place and date to be announced, deserve attendance by every *A.F. of T.* leader. For further particulars, see story, Page 10. Photo for the American Teacher magazine by United Press Newspictures.

## Convention Alert

**Attention all Locals:** Remember to name your delegates to the Fortieth Annual Convention of the American Federation of Teachers to be held Aug. 19 to 23, next, in the Hotel Knickerbocker in Chicago. The hotel is entirely air conditioned.

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# The President's Page

By Carl J. Megel

**B**EFORE ME is a newspaper article describing the protest march of 10,000 Indiana labor unionists upon their capital city, Indianapolis, in an attempt to secure the veto by Gov. Handley of a bill which had just passed the Indiana legislature setting up a vicious "right-to-work" law in Indiana. This bill was so bad that the Governor would not sign it, but, nevertheless, he acceded to the pressures and allowed the bill to become a law.

Right-to-work laws are actually union wrecking laws. Right-to-work laws are actually laws coldly calculated to destroy labor unions. The forces which support these kinds of laws know very well that they are operating under a phony phraseology to appeal to the democratic spirit of the American people. Teachers have a vital interest in exposing this campaign because:

*First, the denial of liberty to any one group eventually expands to cover all groups; and*

*Second, but most of all, the very forces which support the enactment of right-to-work legislation in the state legislatures are also the forces which are undermining the advancement of American public education at the national, state and local levels. This main objective, however, is to prevent the increased expenditures for education.*

These groups are the sponsors of salary schedules based on merit schemes, teacher aides, TV programs to replace the competent teacher in the classroom, and many other such unprofessional proposals. All of these schemes are advanced under the guise of some plausible phraseology which is arresting and appealing.

It is no coincidence that a right-to-work law was passed by the Indiana state legislature shortly after a merit rating plan was voted for the Indianapolis school system. Twelve minutes after a corporation lawyer took over the presidency of the Indianapolis school board, according to reports, a merit rating system was adopted without—so we are told—the knowledge of the superintendent and the school administration. A committee has been drawn up to recommend implementation of the merit system.

**E**LSEWHERE in this publication you will find an article which is a summarization of the general breakdown of standards for teachers in the public schools as revealed by the excellent research material which is being prepared by Miss Mary Herrick, our research director. This article indicates the extent to which non-degree teachers are being employed in state after state across the nation. These



MR. MEGEL

teachers with sub-standard preparation are being employed not because of a shortage of qualified teachers but because of a dollar shortage in education.

All the odious panaceas now being proposed represent a frantic effort to prevent increased revenues and expenditures for schools. Merit rating for teachers is one of these devices. Its long-range objective is curtailment of school budgets.

Other devices are beginning to appear. In Illinois an attempt is being made to reduce the requirement for physical education in our schools. If this succeeds then, of course, the next attack will be made to reduce or eliminate music, art, home economics, industrial art and others. American education will be set back a half a century if such proposals succeed.

**L**ET US CONSIDER for one minute the insanity of even considering reduction in a physical education program for America's children. America today is a nation on wheels, with fewer farm boys and girls, but with a tidal wave of urban young people who find their parks and playgrounds being converted into parking lots; even their backyards and alleys no longer available for even a few minutes of physical exercise.

America won the 1952 Olympics in commanding style. Russia also ran in those games. Four years later, in 1956, in Australia, Russia won the Olympics. What suicidal insanity then for us in America to even think about reducing our physical education program.

Dr. Edward Teller, who more than any other individual was responsible for the development of the hydrogen bomb, stated last week that Russia had already gained scientific superiority. Isn't it about time that we wake up in America?

The richest nation in the world can well afford to build the best schools, to insure the employment of the most competent and best paid teachers so that we can again regain our scientific as well as our physical superiority. The richest nation in the world cannot afford failure in this respect if it is not to lose its democratic heritage.

Teachers of the *American Federation of Teachers*, I call on each of you to extend your energies to expose the powerful influence which can bring only ruinous remorse by continuous deification of money as a symbol of greatness.

# BREAKDOWN in Teaching Requirements

**Annual A. F. of T. research survey  
exposes shock of non-degree teachers  
in majority of state salary schedules**

A GENERAL breakdown in the maintenance of standards for public school teachers in most states due obviously to shortages and money-saving is revealed in summaries of the A.F. of T.'s salary survey for this year, just completed by Miss Mary Herrick, research director.

The survey report, copies of which have been sent to Local presidents, indicates that school districts in at least 44 of the 48 states are staffing many of their classrooms with non-degree teachers. In 29 of these states, the legislatures have approved the employment of non-degree teachers by fixing minimum salaries for them.

This means generally that the requirement of a BA degree for elementary teachers is undergoing a breakdown to that extent. Union teachers, confronted with this new threat must fight for the maintenance of standards.

Additionally, the research department's salary survey, covering 71 per cent of the country's school districts over 10,000 population, while revealing spotty improvements in salaries of degree teachers, also shows city teachers' salaries are as much as 23 per cent lower in terms of buying power than 17 years ago.

OF MAJOR concern, however, was the exposure of the breakdown of educational standards in terms of widespread employment of unqualified teachers. The salary survey shows non-degree teachers to be employed in:

1) Fifty-seven per cent of school districts having more than 100,000 population; 2) Sixty-one per cent of cities with 25,000 to 100,000 population.

\*American Teacher magazine staff writer

By SAM P. KARR\*

tion, and 3) Fifty-two per cent of districts from 10,000 to 25,000.

The 29 states with laws authorizing lower salaries for non-degree teachers are: Alabama, California, Delaware, Florida, Georgia, Idaho, Illinois, Indiana, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Mississippi, New Jersey, New York, Ohio, Oklahoma, Oregon, Pennsylvania, Rhode Island, South Carolina, Tennessee, Texas, Vermont, Virginia, Washington State, West Virginia, and Wisconsin.

Among these, the Idaho, Kentucky, and Louisiana laws provide for employment of teachers with "less than one year of training" and Tennessee has a minimum for teachers with no college training.

Additional states shown to have school districts employing teachers with only one, two, or three years of college include: Arkansas, Colorado, Connecticut, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, New Hampshire, North Carolina, North Dakota, South Dakota, Utah, and Wyoming, as well as the Territory of Hawaii. Other states shown to have no minimum salary laws for teachers are Arizona, Montana, Nevada, and New Mexico.

At least three states—Mississippi, Louisiana, and Massachusetts—have districts paying less than the state's legal minimum and one Mississippi district starts non-degree teachers at \$787 per year. Starting salaries in most of the "non-degree states" are less than \$2,500 a year with up to 20 years required to reach low maximums. Colorado is shown to be paying 150 full-time non-degree teachers

an average of \$2,600 a year, and 650 an average of \$3,000.

Average beginning salaries for non-degree teachers in the larger cities of the following 14 states are reported as follows: Arkansas, \$2,207; Florida, \$2,729; Kansas, \$2,741; Maine, \$2,321; Mississippi, \$1,727; New Hampshire, \$2,939; Nebraska, \$2,750; North Dakota, \$2,820; Ohio, \$2,993; South Carolina, \$1,845; South Dakota, \$2,717; Utah, \$2,812; Virginia, \$2,670, and West Virginia, \$1,938.

This appalling listing of bargain-basement education is increasing because so many school districts are not paying salaries sufficient to attract and hold properly qualified teachers.

**THIS COLLAPSE** of requirements is part of a long-term economic downgrading of teachers that is substantiated by survey data. While increases are noted in the 970 schedules for degree teachers printed in the survey, they barely kept pace with the rising cost of living.

The actual lowering of teachers' buying power, the tremendous increase in student enrollment, the cost of building new schools and of replacing old ones, poses a problem of such financial magnitude that it has been easier for communities to ignore it than to face it.

A study of teachers' salaries by the Fund for the Advancement of Education states that teachers in big city high schools should be paid \$9,400 a year to have the same buying power their salaries had in 1904.

One school district in the nation—Hempstead, N.Y.—has reached that maximum, but only for its few Ph.D.s.



Miss Herrick

Three other rich New York communities are over \$9,000 at this level—but they are far from typical.

A large majority of teachers do not get above the BA lane in the schedule and the survey shows only four states—Indiana, Michigan, California, and New York—with districts starting BAs at \$4,200 or better. The highest BA starting salary is \$4,674 in industrial East Chicago, Ind.

**A TREND** toward higher beginning salaries which fade away into low maximums was especially evident in rapidly-growing California, which has 66 of its 76 reporting districts paying BA beginning salaries of \$4,000 or better. Only 12 of these districts have \$6,500 or higher BA maximums.

Seventeen districts, 13 of them in New York, pay maximums of \$7,000 or more to BAs, with Long Beach, N.Y. top at \$7,900.

One district, Hempstead again, has an MA minimum of \$5,300, and Long Beach, N.Y. and Tulare, Montebello, and Menlo Park, California, have MA starting salaries of \$4,800 or more.

Only New York reported \$8,000 MA maximums, with seven such districts headed by Garden City and Great Neck at \$8,500. These figures, of course, are the *model* schedules, the lace curtain hiding a chamber of salary shambles.

Let us look in on Fayetteville, Ark., where a teacher who has spent four years and considerable money getting her BA is able to start at only \$2,000 per year and work up to a maximum of \$2,500 in six years. Or, if she spends more time and money to get her MA she can start at \$2,100 and be paid \$2,800 in eight years.

Other Arkansas schedules are very little better. Helena's starting BA salary is \$2,050 and Camden's BA maximum is \$2,555. Three Mississippi districts—Columbus, Clarksdale, and McComb—have BA minimums of \$2,250. Outside the south, Biddeford, Maine, leads the dishonor roll with a BA and MA minimum of \$2,400. All of Mississippi's nine reporting districts have MA minimums under \$2,800.

These are the extremes. Somewhere between Hempstead, N.Y., and Fayetteville, Ark., is the average underpaid teacher fighting a grim battle against the rising cost of living, most successfully in cities where a teachers' Union helps maintain adequate standards and salaries.

Regional average salaries indicated by the survey are, for Bachelors: Northeastern states, \$3,243 minimum to \$5,179 maximum; North Central \$3,462 to \$5,124; Southern, \$2,874 to

\$4,103; and Western, \$3,670 to \$5,227. Masters' maximums average: Northeastern, \$5,411; North Central, \$6,090; Southern, \$4,436; and Western, \$5,626.

**THE SURVEY** revealed an almost universal acceptance of the single salary schedule, with only one district reporting no schedule. However, there is also a trend upward from a simple BA-MA listing: 23 per cent of the schedules provided a lane for training beyond the MA and another 22 per cent had PhD lanes.

There is ample evidence that while the PhD lanes are published, few teachers with doctorates are employed in the districts having them. These lanes and their larger salaries serve mostly to deceive the public as to the top salaries actually being paid.

In Chicago, only 46 of the 13,765 elementary and secondary teaching positions were filled by PhDs in 1955 and 74 per cent by BAs whose maximum is \$1,200 less than the PhDs maximum. Only five per cent of New Jersey's teachers reach the maximum paid for an MA plus one year of graduate work. The trend toward adding lanes at both ends of the schedule is

shown to have reached the point where one district has 22 categories.

Information as to graduate-study schedules reveals five states offering less than \$5,000 and 14 states offering less than \$6,000 to teachers with the Doctor's degree. Two districts—one in South Carolina and one in West Virginia—pay less than \$4,000 to PhDs.

In many districts there is no one receiving a salary on the Doctor's schedule, and no one likely to.

Twenty-six districts, 11 of them in Texas, take more than 20 years to reach BA or MA maximums. Texarkana's MA maximum is \$3,678 after 27 years, and 10 other Texas cities, as well as Crawfordsville, Ind., require that number of steps.

The statistics and averages taken from the schedules of the 970 reporting districts seem dimly low, but they are the brighter part of the picture.

Small towns and rural districts are not included in the survey. Their statistics would obviously underscore the A.F. of T. demand for long as well as short term programs for raising salaries sufficiently to secure enough qualified teachers for our nation's children.

## **Los Angeles Union Protests Hiring Non-Degree Teachers**

**T**HE LOS ANGELES Teachers' Union, Local 1021, has strongly protested the employment of untrained persons with as little as three years of college study in the Los Angeles city school system.

Martin Kaufman, president of the Local, told the superintendent of schools that the union viewed "with dismay" the lowering of standards to a point where those who do not have valid teaching credentials are permitted to teach.

Officials of the school system replied that an emergency existed only in the west end of the San Fernando Valley, where a booming population has put the schools on double sessions. It was difficult to find regular teachers who were willing to travel such a distance, it was added, so 50 "carefully screened" sub-standard elementary teachers were hired on a substitute basis.

Kaufman, however, asked, "Why weren't our so-called emergencies foreseen?" Pointing out that 100,000 valid California teaching credentials are not being used today, he also

asked, "Is there a shortage of teachers, or a shortage of individuals who consider our employee benefits worthwhile?"

Kaufman next posed these questions: "How far do we go? After three years of college do we go to two, or even to high school graduates? Upon whose shoulders will the responsibility fall when we disregard our standards entirely?"

**E**LIOT WITTENBERG, speaking for the elementary teachers of Local 1021, told the board of education at its regular public meeting that "you plan in advance one year, ten years, fifty years if need be" to prevent the emergency from arising. Wittenberg asked a series of questions:

"Where are the people you need? Aren't they in the sciences where there are ten jobs waiting for each of them, jobs with good pay and excellent conditions and rapid advancement?"

"Where were you six years ago when these people were still undecided? Why must you have waited until an emergency arose?"

# PANACEAS

## in

## EDUCATION

**SCHOOL PRACTICES** and proposed practices dominating the public press may appear to relieve some critical problems but actually are just poor substitutes for acceptable solutions.

Their widespread use can only result in the education of a generation of young people unprepared to cope with their future.

If, as teachers, we condone such temporary expedients, we play directly into the plans of those who wish to weaken our democracy and to undermine our democratic principles of life.

Adequate public education is always a sound investment. The dividends are obvious. Due to its free public school system, America now has higher living standards than any other country in the world.

Education adds to national wealth, strength and progress. An educated citizenry demands goods and services of high caliber. There is little economic prosperity in areas where illiteracy prevails.

And yet, despite these self-evident and irrefutable arguments, a deliberate campaign is being waged throughout the country which seems to aim at cutting school costs. The plan appears to be to reduce the cost of public education through the use of devices, panaceas, cure-alls, gadgets and gimmicks which merely serve to postpone the real solution of school problems, while denying a decent education to millions of our children.

**WHAT** are some of these devices designed to cripple public education so that costs may be lowered? They include:

A) Opposition to state and Federal financial aid to build necessary school housing;

B) Failure to raise the salaries of teachers to a professional level;

C) Attempts to solve the teacher shortage by the use of "aides", lower

\*Vice-president, American Federation of Teachers, and president, Moline Federation of Teachers, Local 791.

**By ROSALIE C. KRAUS\***



**Mrs. Kraus**

requirements for certification, misnamed merit-rating schemes as a basis for teachers' pay, over-loaded classes, longer school days, double and even triple shifts of classes;

D) Use of educational television to educate pupils en masse, and

E) Elimination of such school services as kindergarten, driver training, special classes for physically and mentally handicapped, physical education, music, art and playground and recreational supervision.

If our children are to be ready for adulthood, giving mere lip service to the idea that public schools need support will not be enough. Talk does not erect adequate buildings. Talk does not keep our enriched curriculum. Talk does not up-grade teaching as a profession. We are obligated as tax-paying citizens, parents and as teach-

ers to take steps to correct existing inadequacies.

**L**OCALE, state and national laws must be modernized and brought out of the horse-and-buggy era. Overall tax structures must be remodeled to meet modern needs. Federal and state financial aid to meet the current emergency must be provided *at once*.

The *A.F. of T.* took the lead for Federal aid recently, by sparking the AFL-CIO-called Conference on Federal Aid for Education. But the battle is not won. We need the active support in this of all of our members.

At present there seems to be a possibility that Congress will act on the need for Federal aid for school construction. There is some question whether the funds will be adequate after the political nibbling and quibbling is over.

We live in a civilization which measures worldly success by the standard of financial earning power. Keeping teachers' salaries below a professional level not only chases teachers out of their chosen vocation by the thousands but labels them unsuccessful in the eyes of the public.

It has frequently been said that teaching will have reached true professional status when successful business men and women urge their sons and daughters to become teachers. That has a good sound, but much of it is *only* sound. If those same parents were to urge their children to go into teaching, join the *A.F. of T.*, then work for professional status, the day when a classroom teacher could teach for a living wage would soon arrive.

**U**NDER the guise of "solving the teacher shortage" some strange schemes have been propounded. Receiving loud acclaim in some circles is a "teacher-aide plan". Leaders in education contend that a far better plan to aid teachers would be to pay

*Turn to Page 19*

# In WISCONSIN, PENNSYLVANIA, CALIFORNIA...

By JAMES L. FITZPATRICK\*

**THREE WONDERFUL** workshops on three beautiful campuses are again being arranged and offered this summer by the Executive council of the *American Federation of Teachers*. All seventeen members of the council have pledged their cooperation and



*Workshops will not be all work: There'll be recreation, too, with swimming, bathing and boating at Madison. From left, Union Teachers Miss Eileen Bonney of Griffith, Ind.; Mrs. June Schafer of Minneapolis, Minn., and Miss Bernice Samalonis of Elmhurst, Ill., bask in the sun on a pier at Lake Mendota during last year's 'shop.*

## ... you can learn labor know-how and union techniques at three *A. F. of T. summer workshops*

support in making the 1957 workshops one of the organization's major projects for the year. What we need from you wonderful people of all dynamic Locals of the Federation is your all-out support. Your attendance will give you a tremendous lift—a significant boost to your morale and the morale of your Local.

For many years the *A. F. of T.* sponsored a two-week workshop on the campus of the University of Wisconsin, directed by the School for Workers. This was a project that was near and dear to the heart of the late Arthur A. Elder, long-time vice president and devoted leader of the *American Federation of Teachers*. This far-sighted leader, whom many *A. F. of T.* members throughout the nation revere, felt the need for this workshop to inform teachers of the philosophy of the American labor movement and to teach them some of the know-how of the teacher union movement.

Two years ago the enthusiastic participants at this Madison workshop suggested that the sessions be cut to one week of concentrated study, and the *A. F. of T.* Executive council went one step farther by offering three workshops last summer. So this year we have a repeat performance of the three one-week workshop idea, on three widely separated campuses, in Pennsylvania, Wisconsin, and California, all under the sponsorship of the re-

\**A. F. of T.* vice-president and chairman of the Executive council workshop committee.

spective labor service faculties of state universities. Each of these will have a dynamic program of labor know-how and union teacher techniques which will be interesting and worthwhile to veterans and novices alike.

**T**HE DATES will be July 14-19 for the University of Wisconsin, August 4-9 for Pennsylvania State University. Dates are yet to be announced for the University of California. Of significance is the fact that the Wisconsin and Penn State 'shops will be held simultaneously with state federation of labor institutes. This will give teachers a splendid opportunity to meet and get acquainted with members of other trade unions and their problems.

While the 'shops will differ in details and approach, the main ingredients will be the same. The history, early struggles, goals, and achievements of organized labor in America will be featured. This year Wisconsin and Penn State plan to use more leaders from the state federations of labor to tell teachers how other unions operate, and handle their problems and grievances.

On the teacher problem front, *A. F. of T.* resource persons will be



Mr. Fitzpatrick gets acquainted with members of other trade unions and their problems.

present to lead discussions in teacher union problems, such as these:

- Salary negotiation and collective bargaining
- Union teachers and political action
- Cooperation with city central unions
- Grievance procedures of *A. F. of T.* Locals
- Publicity techniques and publications

Or if you are more interested in questions that are plaguing all teachers, union and non-union, then you will hear discussions of such things as:

- Merit Rating
- Discipline
- Fringe Benefits
- Teacher Aides
- Educational Television
- Retirement Revisions

**A**S ANNOUNCED in the March *American Teacher*, Robert W. Ozanne, director of the School for Workers at the University of Wisconsin, will be in charge at the Madison workshop, and Anthony S. Luchek, head of the Labor Education service, will direct the one at Penn State. Mr. Ozanne announces that Dr. Edwin Young, head of the U. of W. Economics department, who is also on the summer staff of the School for Workers, will again be on the *A. F. of T.* program.

Jack Barbash, director of the Industrial Union department of the AFL-CIO, who won the "apple for the teacher" award two years ago at the Wis-

consin workshop.

*The AMERICAN TEACHER magazine*

# The MINNEAPOLIS

## Story

*A story of pioneering  
by gallant teachers  
who won the right  
to walk in dignity*

By DR. MERCEDES L. NELSON\*

NOWADAYS in Minneapolis, teachers' unions are an accepted part of the educational scene. One would have to dig down rather deep to find people in this city who would deny teachers the right to organize. But it wasn't always that way. It wasn't that way in 1919.

That was the year that eleven bold men and women put their names on the charter that brought Local 59—later to become the *Minneapolis Federation of Women Teachers*—into the *American Federation of Teachers*. They knew it wouldn't be easy.

They were warned of this by Henry R. Linville, then vice-president of the *A.F. of T.*, who wrote: "The 'good' citizens may advise against unionizing, but they know why they are doing it. They are afraid of unionism because it means the beginning of the end of exploitation."

The eleven who signed were Genevieve Gilruth, Gertrude Terrill, Mary Byrnes, Bessie Tomlinson, Elsie Atkins, Wealtha Speakes, Florence Fish, George Caviness, E. Dudley Parsons Sr., Thorsten Seelin, and Theron Castner.

Some of the things that stir teachers now were stirring teachers then. There were such irritants as crowded schools, mounting post-war costs, low pay, undemocratic administration, lack of tenure, and unfair differentials in salary between men and women and elementary and secondary school teachers.

Minneapolis teachers were stirred enough in the spring of 1919 to attend a mass meeting addressed by Charles Stillman, the *A.F. of T.* president. There was an enthusiastic vote for the



*Dr. Nelson*

immediate organization of the teachers into a Local.

THEN the counter attack began. The Citizen's Alliance, a group of strongly anti-union business leaders, sought out individual teachers in their campaign of anti-union indoctrination. Their tactics did succeed in creating doubt and confusion. The teacher who had presided at the big mass meeting was given an assistant principalship. However, E. Dudley Parsons, staunch unionist, declined an invitation to dinner at an exclusive club with the "good" citizens.

The brave eleven had been warned it wouldn't be easy but they were determined. Led by the intrepid Genevieve Gilruth and Caviness, the first

president, one hundred women and thirty men had paid their dues to the new teacher union before the close of school that spring.

At the start of school in the fall, less than a hundred of that total remained. These, working against threats and intimidation pushed forward to improve teacher welfare.

They became active members of the Minneapolis Central Labor Union. This marked the beginning of labor support for teachers and teacher support for labor. Mrs. Alice F. Drechsler was elected vice-president of the Central body.

This made her a special target for the Citizen's Alliance. An informer made weekly reports on her activities. Finally, her superintendent called her in to demand that she resign.

"The Central Labor Union," Mrs. Drechsler informed the superintendent, "is a labor group working for the betterment of wage-earners. We teachers are wage-earners trying to better our lot." Then she said she would resign—but not before she let the representatives of Minneapolis labor know why and at whose demand. The superintendent quickly withdrew his demand.

The Federation remained numerically small. The majority of the teachers were reluctant if not afraid to cross administration wishes, and joined the Minneapolis Teachers League.

THUS, early, a choice had to be made between fighting independently for professional gains or of joining the Central Committee of Teacher Organizations. Local 59 chose the latter course, even though it knew that its two votes would be outnumbered by the many sections of the Teachers League.

The union program was pushed diligently by Florence Fish and Mary

\*Past-president, Minneapolis Federation of Women Teachers, Local 59.



*Current officers of Minneapolis Women's, clockwise from left: Bernice D. Finke, treasurer; Berenice I. Hills, financial secretary; Mrs. Myrtice M. Holmquist, recording secretary; Selma Larson, president; Mary Anne Ferraro, first vice-president, and Mrs. Ellen B. Hughes, second vice-president.*

Byrnes, Local 59 delegates in the early years. In 1931, the Federation position in the Central Committee was strengthened by the chartering of the *Minneapolis Federation of Men Teachers, Local 238*. The uneasy alliance in the Central Committee was not long to continue. Both unions, geared to action and irked by the discussions on the "best" way for teachers to adjust to cut budgets, as well as the concern for administration approval, withdrew in 1935. The final break came over support of a sales tax.

The early years were characterized by intense activity and significant achievements. Tenure was won for teachers in Minnesota cities of the first class. In 1923, Jane Soubra outlined a plan for sabbatical leave; a year later group insurance was explored. Class size and undemocratic school administration was attacked. And in the school year 1922-23, a single salary schedule (B.A.—\$1500-\$2500) was in force. But the teachers' unions' opposition continued its barge.

"If the instructors of our youth organize for selfish aggressive policies, what of the future?" wrote a worthy gentleman on the Minneapolis board of education in 1929. He also deplored the "continued clamor of organized groups for higher salaries without regard to individual merit or worth." He was to see many changes as the nation's economy collapsed and the depression took over.

The nineteen thirties was a decade of pay cuts, job uncertainty, and general insecurity. They were years that called for clear thinking, courageous

and decisive action. It was a decade of challenge.

The union teachers, the ones who had successfully fought the campaign of intimidation waged by the "good" people of Minneapolis in the twenties, met the challenge. Real stimulus to increased activity was provided by the new Local.

Paul Hendrickson, an active member of Local 59, aided by Amy Fox, then national vice-president, and Florence Curtis Hanson, national executive secretary, brought into the new union, able and fearless leaders among the men teachers of Minneapolis. A pattern was laid for a coordinated and strengthened program that has typified

the Federations' activities through the years.

While debates still raged on whether to cut salaries or the school year, and plans and schemes were drawn up in decimate public education in Minneapolis, Locals 59 and 238 stood firm on the principle of paying full salaries while the money lasted.

**T**HE FIRST big project was a "separation" suit. In the fall of 1933, the unions engaged in what was to be the first in a number of legal cases in defense of their rights and of benefit to all the teachers in Minneapolis. The suit was successful in separating the board of education from the board of estimate and taxation, the body that exercised power over millage allocation.

Under the leadership of Margaret Thomson and Margaret West, an investigation of tax delinquency was made and the findings showed how more money could be obtained for the schools. Then the Federations had to go to court to force the school board to use these "anticipated funds."

While the major emphasis during these years was on securing more money for schools, union teachers were constantly alert on the question of teachers' rights. They were successful in reinstating a member who had been dismissed without written notice or hearing. Married teachers came under fire and found support from the unions. The two Locals protested vigorously when the school board tried to stop political activity by teachers.

In April, 1936, Ralph Ahlstrom and the writer, both then *A.F. of T.* vice-

*Turn to Page 20*



*Present officers of Minneapolis Men's, clockwise from lower left: Claude C. Lamers, recording secretary; John J. Reiter, second vice-president; George E. Fisher, treasurer; A. James Heller, president; Frank M. Kohout, first vice-president; Warren A. Peterson, third vice-president, and Frank E. Nickerson, financial secretary.*

# **How the A.F. of T. Began . . .**

**... When Teachers First Rebelled  
Against the 24-Hour Day,  
and 7-Day Week**

By **FREELAND G. STECKER\***

I WANT TO TAKE YOU BACK to the year 4 B.R.—Before Radio. These were still horse and buggy days, without paved roads or road maps—the year when Wilson was about to be elected on “He kept us out of war.”

Perhaps some of you have wondered about the origin of this *American Federation of Teachers*. Obviously, it did not always exist. It was organized April 15, 1916, in Chicago as the answer to a hostile board of education.

Protected by a court injunction from the enforcement of a decree abolishing teachers unions, delegates from the three Chicago teacher Locals directly affiliated with the American Federation of Labor, and a delegate from the Gary A.F. of L. Local, met in an all-day session with the support by wire of New York City and Washington, D.C., groups.

They adopted a constitution, compiled a platform of principles, and elected officers.

The Executive council met each week for two years. The A.F. of L. granted our application for a charter. Samuel Gompers, then its president, and his staff attended an impromptu luncheon with the Executive council, and conferred his blessing on our undertaking.

Though our first president, Charles B. Stillman, and Esther, his wife, wrote hundreds of letters, wherever a lead was found, and Margaret Snodgrass, the corresponding secretary—wherever she may be now, deserves a tribute to her tireless efforts—nevertheless progress was slow. Hundreds of local teach-



**MR. STECKER**

er leaders were interested, but home conditions made them helpless.

WHEN THE THIRD convention met in Pittsburgh two years after the first, in July, 1918, twenty-eight charters had been issued, but several of them had lapsed—a few of which have since been revived. The twenty-eighth charter was issued to the St. Paul Women's, Local 28, then as now one of the strongest teacher organizations in the country.

The third convention was relatively one of the most important, for several reasons. It had a singleness of purpose, to effect this national Union of teachers, with the help of organized

labor, to fulfill the promises contained in the preamble of the constitution, the Message to Teachers, and the platform. To these it added a Statement of Principles and what some of us now recall as the Pittsburgh Resolutions.

This convention brought delegates from other Locals to give encouragement as well as reinforcements. It changed the constitution to build a better and stronger organization. The then office of secretary and that of treasurer, the old conventional order, were combined into the office of secretary-treasurer. I was promoted from financial secretary to secretary-treasurer.

It also voted to accept an A.F. of L. offer to place President Stillman on its staff of organizers. It voted to place the secretary-treasurer on full time, as soon as feasible in the opinion of the Executive council. So much business was transacted by the convention, that the council met until next early morning, trying to work out details.

This third convention was to be the last for several years where harmony prevailed, where irrelevant issues did not consume time, where no undercurrents of distrust eroded effectiveness, and where no individual stole the show.

A year later, the Executive council authorized the secretary-treasurer to go on full time—August 1, 1919. That was where Mrs. Stecker came into the picture. In addition to my absence from dinner several nights each week for downtown meetings for the previous three years, interfering with family and social life, she was now to give up one room of our five room bungalow for our office. We provided

\*First secretary-treasurer, *American Federation of Teachers*. Excerpts from his address at the Fortieth Anniversary convention in Pittsburgh.

the room, a desk, typewriter, a file case, the telephone and the lights.

Stillman and I selected from several applicants for the job of stenographer, Miss Lena Hults, now *A.F. of T.* office manager. A typewriter table and a mimeograph were purchased, and work began. Fortunately, Miss Hults was an excellent stenographer and typist.

**A**T THAT TIME, 100 charters had been issued. Some had lapsed, but many Locals were very much alive. President Stillman and his wife went on the road, and we kept in daily touch by wire and letter. By the end of 1919, another 40 charters had been issued. Then, in December, the fourth convention met in Chicago.

While our work prospered, and by June, 1920, forty more charters had been issued, bringing the total to 180, with a membership of 10,000, some rumblings had been heard and felt throughout the winter.

The N.E.A., the Chamber of Commerce and its local branches and the N.A.M. had combined forces. The leading schools of education provided the dollar-a-year men. Conspicuous by his absence in the list of "me too" boys from the schools of education, was John Dewey, a member and staunch proponent of the *A.F. of T.*

The champions of business and political domination of the entire school system included state colleges. They had the help of state and local officials in addressing every teacher in the public schools of the country and many of its colleges, through state and district teacher institutes.

They stressed the dignity of the profession, giving their own twist to that term, the indignity of associating with mere labor, the unfairness of allying themselves with one faction of the population, and the detriment to their services if they were to spend time on Union activities.

They inferred, what one superintendent later openly declared: "*A teacher's job is not six hours a day for five days a week, but for 24 hours a day, seven days a week.*" There are still places where a teacher may not leave town on a week-end without board permission.

It was not so much the "dignity" appeals that struck down hundreds of local efforts, as the threats of the press and local officials, of what would happen if—, threats often converted into action. Bribes of leaders, firings, demotions, even blacklisting were the order of the day. Tenure was non-



Miss Hults

Mr. Stillman

existent, except in Chicago after 1917, and possibly a few other places.

Locals disbanded, leaders accepted promotions, quit, or were not rehired. Charters were forgotten. The membership shrank to about one-fourth, or 2,500, to remain there for several years. But the convulsion showed that the well-organized Locals, especially those in strength before they were chartered, could not be shaken.

**C**HICAGO, New York, Washington, D.C., St. Paul, Minneapolis, Atlanta, and Memphis, and several smaller Locals came through the ordeal, many of them stronger than before. The ordeal also showed that teachers Locals could succeed where labor was strongly organized, and had a voice in community affairs.

I will be remiss if I do not praise the work of Charlie Stillman for the seven years of his presidency. As an *A.F. of L.* organizer he traveled a large part of the country to meet a hostile press, to debate with Chamber of Commerce challengers, to appear before boards of education, superintendents, and college presidents.

No classroom teacher had ever had such a responsibility thrust upon him. But, gradually the possibilities for organization dwindled, and teachers felt themselves unable to meet the strong arm methods and resigned themselves to normalcy and prosperity of those years. They Kept Cool with Coolidge.

Labor, too, saw dark days, and its revenues shrank. The staff of organizers had to be reduced. They had kept Stillman on their payroll for years, and for a lesser time, L. C. Lampson of St. Paul and Isabel Williams of Washington and Isabel Williams of St. Paul, who were devoted and effective. It was to be a long time before the *A.F. of T.* would again have a full time president.

The first five years of the *A.F. of T.* stand out in my memory as the most interesting. Of course, there were

thrilling events and achievements by Locals in the remaining years before I was benched. But those were difficult years throughout the country, and school affairs were deemed of secondary importance. Still, the *American Federation of Teachers* was alive and waiting for better weather.

Among my pleasant memories is the *A.F. of L.* convention in El Paso in 1924, with the trip to Mexico City to see Calles inaugurated as president of Mexico. The *A.F. of L.* delegates were invited, furnished with Pullman trains, and had three glorious days in that interesting city. It was President Gompers last convention, and he died on the way home.

**A**T THIS POINT I intended to end this historical sketch. But I must include one other impression. At the first *A.F. of T.* convention, the Chicago Men Teachers' Union, later Local 2, sent as delegates, Mr. Stillman, James A. Meade, William T. McCoy, and me. We had all been local officers and workers, to continue as such for many years.

I regret deeply that none can be present with me. Stillman has gone to that land where no Unions are needed. McCoy is home alone, blind and unable to follow up his lifetime intellectual pursuits. Meade is living a new life away from friends and relatives in Tucson, Arizona. I live in Frederick, Md., absent from Chicago scenes and friends. The *A.F. of T.* has never known braver pioneer spirits than the three of my former co-workers that I just mentioned.

For 18 years I have been an observer of the progress and achievements of the teachers Union movement. It has gone far, not only on its own power, but in keeping with the progress of the times. Two wars since those days of 1916 have placed a new emphasis on education and wrought incalculable changes.

Let me quote from the preamble to our constitution and platform of principles:

"We believe in Democracy and in the schools as the chief agent of Democracy, (and our objective is) to raise the standard of the teaching profession by securing the conditions essential to the best professional services."

To achieve these goals will and must be your constant endeavor. I am confident of your growing success. What the next 40 years will bring I envy those who will live to witness.

# Union Teacher Talk



## PROPHECY

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—ABE SEGAL



**T**HE EAU CLAIRE (Wis.) Federation of Teachers, Local 696, has won a \$375 across-the-board salary increase for 1957-1958 and, in Oshkosh, Wis., raises up to \$600 go into effect this fall.

The increase negotiated by Local 696 as bargaining agent for the Eau Claire teachers raises the BA minimum to \$3,775, and the maximum to \$5,475 in 12 steps; MA's will start at \$4,175 and go up to \$5,875

in 13 steps. Mrs. Elsa Murison, Local 696 president, said a school board offer of payment of Blue Cross and Blue Shield premiums was killed in the city council.

The new Oshkosh schedule provides for a BA minimum of \$3,700, a \$200 increase, and a \$5,700 maximum, up \$500, achieved in 14 steps. The MA minimum of \$4,100, up \$300, reaches \$6,100, a \$600 increase, also in 14 steps.

Kenneth Potterton, president of the Oshkosh Federation of Teachers, Local 1111, pointed out that the raises were approved by the city council, which has a majority of labor members "who have always shown interest in Oshkosh schools and teacher welfare."

ford, Local 1007, and Roseville, Local 1071.

Also, Minnesota—Minneapolis Men's, Local 238; New Jersey—Woodbridge, Local 822; Ohio—Adams Township, Local 1199; Pennsylvania—Philadelphia, Local 3, and Wisconsin—Wisconsin Rapids, Local 421.



**T**HE CHICAGO Teachers Union, Local 1, reacting to a 1957 no-pay-increase school budget, has demanded \$500 higher teacher salaries starting Jan. 1, 1958—or sooner. John M. Fewkes, Local 1 president, stated that the union is working for \$250 in Sept., 1957, with the rest becoming effective with the new year.

He asked for school tax rate increases to finance the salary increase, but pointed out that the union is working for a state income tax as a more equitable means of raising money for schools.

Mr. Fewkes

The additional \$500 would raise the BA minimum to \$4,500, reaching \$6,750 in 10 years, and the MA's to a \$4,750 minimum and a \$7,250 maximum in 11 years.



**T**HE SEVENTEENTH annual education conference of the Chicago Teachers Union, Local 1, will be held April 13 in the Conrad Hilton hotel. Speakers will include Mrs. Edith Sampson, Chicago attorney and former alternate delegate to the United Nations general assembly, and Sydney J. Harris, columnist for the Chicago Daily News syndicate.

Five separate panels, with "Education in a Changing City" as their theme, will consider such topics as human relations, changing curricula, the Chicago experi-

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ment in education by television, teacher problems related to educational shortages, and what is expected of the public schools. John M. Fewkes, Local 1 president, will preside at the conference.



Mr. Hill

"Each teacher has to feel that he is doing a professional job for a professional salary. The contributions of teachers must be considered as service, and not servitude."



THE SURVEY of state teacher tenure laws by Charles E. Boyer, A.F. of T. vice-president, is making educational news. Reports on the survey, summarized in the November American Teacher newspaper, have been reviewed in both the Scholastic Teacher and the Eastern School Law Review, the latter edited by Dr. Stephen F. Roach, member of the Jersey City Federation of Teachers, Local 750. Copies of the survey are in the hands of A.F. of T. Local presidents.



AN ALL-TIME high in official student suspensions from the Detroit public school system has been labelled a "wholesome, promising trend" by Antonia Kolar, president of the Detroit Federation of Teachers, Local 231. Figures released recently reveal 789 suspensions for the 1955-1956 school year, an increase of 107 over the previous year and 220 more than the 569 in 1953-1954.

"Principals," Mrs. Kolar said, "are now more alert to serious behavior problems than formerly. Suspension focuses the attention of parents, counselors, visiting teachers, attendance officers, and psychological clinic examiners on the child's problem."

An analysis by Detroit's attendance department of the disposal of suspension cases revealed that more than 80 per cent

made some sort of new beginning, either at the same school or at another.



THE "LONG-TERM" substitute has found a friend in Toledo—the Toledo Federation of Teachers, Local 250. After four months of work, Local 250's finance committee won from Supt. E. L. Bowsher and the school board the following concessions:

- 1) That teachers who have degrees or who could acquire sufficient credits for degrees be given regular contracts instead of being classified as long-term substitutes because of the 50-year-old limitation, and
- 2) That the salaries of these teachers be increased by regular increments until they reach the place on the schedule their training entitles them to.



WILLIAM F. Herziger, president of the Menasha (Wis.) Teachers Union, Local 1166, has been named man-of-the-year by the Menasha-Neenah Junior Chamber of Commerce.



Mr. Herziger

Jefferson school P.T.A. The 35-year-old social studies teacher is also forensics coach and junior class adviser at Menasha high school. He is a charter member of Local 1166.



HERE'S a relevant footnote to the symposium "How Their Labor Unions Have Built Other Professions" by presidents of AFL-CIO musicians, newspapermen, and air line pilots in the February issue of the American Teacher magazine:

C. N. Sayen, president of the Air Line Pilots Association International, subsequently announced that the pay of air line captains averaged \$15,361 annually in 1955 and 1956, compared with \$8,287 averaged in 1946. The average pay of co-pilots went up from \$3,480 in 1946 to \$9,020 ten years later.

Sayen added that fringe benefits secured for members in the past two years include pension plans, vacations, meal allowances, "deadhead" pay, holding time pay, sick leave pay, travel pay, common base pay, and on-duty-time pay.

FIVE new A.F. of T. Locals were chartered during the month of February, bringing the total this school year to 18. February charters included those issued to the Lynwood (Calif.) Federation of Teachers, Local 1294; the Wayne State University (Detroit, Mich.) Federation of Teachers, Local 1295, and the Austin (Minn.) Federation of Teachers, Local 1296.

Also, the Santa Maria (Calif.) Federation of Teachers, Local 1297, and the Leominster (Mass.) Federation of Teachers, Local 1298.



JOHN H. Niemeyer, first president and charter member of the Rochester (N.Y.) Teachers Union, Local 616, is the new president of the Banks Street College of Education in New York city.



Mr. Niemeyer

part of a classroom teachers' organization.

Reviewing his A.F. of T. days, Niemeyer said: "We stirred up many teachers to a higher level of thinking about professional problems; we gave organized labor a clearer understanding of schools and got many of its members more involved in community action for improving education."



SIX SCHOOL boards in Marin county, Calif., responding to a request by the county central labor council, have issued statements affirming the right of their employees to join professional organizations of their choice.

Council Secretary E. N. Frye said his letters to the county's school boards were prompted by California State Federation of Labor action in support of such "free-choice" statements by boards of education.



HUGH S. MacCOLL has resigned from both teaching and from the presidency of the Long Beach (Calif.) Federation of Teachers, Local 1263, to work as an organizer for the AFL-CIO American Federation of State, County and Municipal Employees.

MacColl, who guided Local 1263 through its first year, has been assigned to the AFSCME southern California area which includes Long Beach.

In his announcement of resignation,

MacColl said: "If the need which called us into being as a group depended only on a few persons for its expression, then the entire program would be relatively superficial. However, such is not the case. Our role is clear and basic: to continue relentlessly to propose and work for basic democratic conditions."



A PROFESSIONAL placement network that includes service for teachers has been set up by the employment services of eight eastern states, the District of Columbia, and Puerto Rico in an attempt to fill vacant jobs within the areas.

A listing of the employment offices issued by Eliot Birnbaum, president of the Empire State Federation of Teachers, long an advocate of such a service, names those in New York, Connecticut, Massachusetts, New Hampshire, New Jersey, Pennsylvania, Rhode Island, and Vermont.

While the service was opposed by the New York state department of education, which feared it would cause teachers to seek jobs in better-paying communities of other states, Birnbaum predicted its adoption nationwide, eventually.



THE GOVERNOR of Massachusetts defended his proposed sales tax and the president of the A.F. of T. made eight-column, front-page headlines with his demand for a \$5,000-\$10,000 salary schedule to highlight the recent education conference of the Massachusetts Federation of Teachers.



Mr. Gibeau  
Federation, presided at all sessions.

Gov. Foster Furcolo debated his sales tax plan with Arnold M. Soloway, professor of economics at Harvard.

Carl J. Megel made his plea for "a single salary schedule starting at \$5,000 and reaching \$10,000 a year in eight or less years at the B.A. level," in a panel discussion on "Teachers Have Rights Too" chaired by Rose Claffey, vice-president of

the A.F. of T. and of the Massachusetts Federation.

Megel added that progressive school districts must pay \$500 a year additional for teachers with training above the Bachelor's in order to properly staff their high schools with MA teachers. (Photo on Page 20)



HENRY FORD II, president of Ford Motor company, in a Philadelphia speech, referred to "our overcrowded, understaffed, inadequately-financed educational system" and urged support of a strong Federal program of aid to education, one that "does not threaten the autonomy of our local public school systems."



THE IDEA of "teacherless TV" was attacked sharply at the recent Chicago convention of the American Association of Colleges for Teacher Education by an educator who has experimented with TV instruction. E. DeAldon Partridge, president of the New Jersey State Teachers College in Montclair, declared:

"People who think television can do the

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Brendan Sexton, educational director of the AFL-CIO United Auto Workers, told the Toledo Federation of Teachers, Local 250, at its 24th birthday dinner that "any nation which can pay for its modern conveniences can certainly afford to pay for educational advancement." Shown, from left, Sexton, Carl A. Benson, president of Local 250, and Thomas Ludlow Ashley, congressman from the ninth Ohio district.

total teaching job and solve the teacher shortage are all wet! Teaching isn't just pouring forth information. In order to learn, a student has to react, has to be able to ask questions. And there has to be someone on the spot to check on his progress."



**A** PLAN recommended by the Detroit Federation of Teachers, Local 231, would help fight the Detroit teacher shortage by allowing teachers to retire on a "semi-retirement" basis.

The plan, originated by Earl Church, former member of the Local's executive board, provides that a teacher who wishes to retire before the compulsory retirement age of 70 be offered re-employment by the board of education for one semester per year at her same salary rate. Approximately three-quarters of the retirees in Detroit occur before the compulsory retirement age.



Mr. Church

A teacher on full pension is presently permitted by law only 75 days of teaching per year. Under the Federation plan, the retired teacher would receive 75 days' pay

for the 100-day semester. At present, retired teachers are used only as substitutes.

Federation spokesmen, in proposing the plan to Dr. Samuel M. Brownell, school superintendent, pointed out that "no change in law and no extra appropriations from any source would be required."

## WORKSHOPS

From Page 10

consin workshop, will also be there to conduct the class in current labor problems. J. F. Friedrich, general secretary of the Milwaukee Federated Trades council, and Paul Whiteside, president of the Kenosha Trades and Labor council, will also be on the faculty.

**M** R. LUCHEK will be assisted by Helmut J. Golatz and other members of the Labor Education Service staff at Penn State. Charles B. Williamson, area vice president for Pennsylvania, who is on the workshop program committee, hopes to also have state federation of labor resource persons. Unfortunately Mr. Luchek has been in India for a labor education project, and the Pennsylvania program is not as far along as the one for Wisconsin.

Kenneth Fitzgibbons, area vice president for California, and Ben Rust,

**E**DUCATIONAL journalism with classroom chalk dust all over it is a regular feature in Pocatello, Idaho. Every Thursday, the weekly column "Chalk Dust" by Gladys Messex, member of the Pocatello Teachers Guild, Local 1087, appears in the Intermountain and Alameda Enterprise. Recently, Mrs. Messex wrote:

"The need for significantly bigger pay checks is acute if schools are to continue to function. Floyd Exeter, who left Pocatello high school, capsulated the matter: 'I can't afford to continue teaching.' Other of my colleagues are making plans to leave the schools this spring unless really sizeable raises are forthcoming."

"But money isn't the only problem. Idaho teachers need the job security provided by law in most states: protection against arbitrary dismissal and downgrading, and the right to appeal to the courts."



Mrs. Messex



**M**ARY HERRICK, A.F. of T. research director, is one of three awarded 1957 citations by the Chicago chapter of the Frontiers of America, for advancing brotherhood. Frontiers of America is a business and professional group for Negroes. Miss Herrick was cited for her efforts for integration among teachers in the Chicago school system.

president of the California State Federation of Teachers, are collaborating on the California program, which is yet to be announced.

Henry Winkels, executive secretary of the Minnesota State Federation of Teachers, and the writer will participate in the programs both at Wisconsin and Pennsylvania State University, particularly as discussion leaders and moderators for problems of teacher unions. Other A.F. of T. vice presidents and state federation of teachers officers will also participate. And, of course, President Carl J. Megel; Mrs. Marie L. Taylor, editor of the American Teacher publications, and Mary Herrick, director of research, will be scheduled.

Don't get the idea, however, that it's all workshop and no play. There will be some time and provision for recreation. Each workshop plans a picnic one afternoon during the week. The campuses offer facilities for softball, swimming, tennis, golf, and other activities.

The fee for the week at Wisconsin

has been set at \$50, which includes tuition, meals, and housing. Similar low fees will be charged at the other workshops also.

The Executive Council has urged all locals to set up scholarships, or otherwise provide financial assistance, for members who wish to attend. Surely every Local can provide the means to send at least one member. State Federations have been asked to provide from one to five scholarships also, and some of these may be available to small Locals.

Lake Mendota is calling you to Wisconsin; Mount Nittany beckons you to Pennsylvania, and the Berkeley hills and the salt breezes of the Pacific invite you to California. Let's make 1957 a workshop year for members of the *American Federation of Teachers* to long talk about!

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*WRITE:* Mrs. Mary Lawrence, Executive Director, Jewish Children's Bureau, 231 South Wells St., Chicago 4, Ill.

## PANACEAS

From Page 9

a decent wage, furnish adequate clerical help in school offices, build enough classrooms to house the ballooning enrollment, and then let the teachers teach their classes!

Another scheme that finds favor with some state legislatures is the idea of solving the teacher shortage by reducing requirements for a teaching certificate. While this may produce a few really qualified teachers, the majority with less than a BA are certainly not qualified. Some states have gone so far as to issue teaching certificates to a person with only one year of college credit. In one of these states, a mortician is required to have two years of training beyond high school and a year of apprenticeship! (But of course a mortician's work is important!) We in *A.F. of T.* have consistently supported the position that certification standards for teachers must be kept high. We need to be aware of this trend to lower standards and continue to fight for high requirements for teaching certificates.

**THE CURRENT** campaign against equal pay for equal work in the classroom is utilizing the so-called merit rating plan as a basis for paying teachers. Significantly, much of the talk which favors merit rating stems from groups of citizens who are not educators.

These non-teachers apparently reason that because a merit rating plan

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functions in business it must surely succeed in schools. Here they reveal their ignorance of the learning process. They also talk about this tremendous "new" idea. Again, they show ignorance.

So-called merit rating plans as a basis for teachers' salaries have recurred several hundred times in the last fifty years, but have almost always disappeared again after a brief trial period.

*After each such recurrence, it takes years to eradicate the harm done to pupils, to teacher morale, and to the relationships between teachers, and between teachers and administrators.*

A merit rating scale cannot by its very nature measure a teacher's ability to teach but rather is a measure of his ability to make a hit with the person or persons who administer the plan. It substitutes competition for cooperation between teachers. By its nature, learning resists assembly line techniques of evaluation. Under a so-called merit rating plan, teachers are usually labelled in some way to make it easier to decide which ones get no raises.

Who decides which pupils will be assigned to the A teachers, which to the B teachers, which to the C and D teachers? Parents cannot be blamed for demanding that their children be assigned to an A teacher. They want the best for their sons and daughters.

**IN THEORY**, it may look as if one answer to some of our school problems is to extend the school day and use larger classes. This device is being used in thousands of schools today. In actual practice, lengthening the school day does not cut school costs much. It means more custodial services, more upkeep costs such as heat, light, and so on.

But of even greater importance is the fact that longer hours and larger classes must mean less individual attention per pupil, less money and more work for teachers. Double and even triple shift classes are just a variation of the former device and do not solve any problems either.

The use of expensive television facilities for mass education in public schools is still in the experimental stage but seems to be increasing in several areas. At its 1957 convention, the *A.F. of T.* adopted a policy resolution which declared that "while we champion the use of television as an audio-visual aid to the individual teacher in a classroom, we are unalterably opposed to mass education by television as a substitute for professional classroom techniques."

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available for ordinary school expenses, is it wise to allocate huge sums to be used in an untried and unproven medium? We accept and approve the premise that there exists a wide difference in the learning capacities of our children.

Mass education by television is contrary to that belief. Used carefully, television may be an asset to education. Used indiscriminately, television can be a detriment to education.

Faced with serious financial limitations, many local boards of education have eliminated some school services such as kindergarten classes, driver training programs, special education of the physically and mentally handicapped, physical education, music, art, playground and recreation supervision, and others.

Once removed, such services are seldom returned to the schools. Failure to speak out against such policies makes us, as teachers, partly to blame for their existence. It is our business to educate our young people for living. We cannot hope to do so in schools where the curriculum is reduced to book learning only.

PRESIDENT Carl J. Megel of the A.F. of T. once said, "There is little the matter with our schools that money would not cure." If this fact were not so tragic, it would be ridiculous. Here we are, living in a country with the highest standard of living in the world; a country with more

privately owned automobiles than ever before in its history, a country which is giving away millions of dollars in economic aid to other countries, building tremendous super-highways and facilities for sports events, spending untold sums annually for jails, penitentiaries and other corrective institutions, but making the serious blunder of shamefully neglecting the education of its most vital asset—its children.

*There must be a change in the attitude of American citizens in regard to public education.* That change in attitude must come from within the hearts and minds of the people. We who are members of the A.F. of T. have an obligation to lead this about-face in attitude.

We must teach the adults as well as the children that the only criterion for practices used in our public schools is the welfare of the pupils. Until that change in attitude is an integral part of our national thinking, we will continue to pauperize our pupils by our failure to provide the best possible educational opportunity for each one.

## MINNEAPOLIS

From Page 12

presidents, issued a call for a meeting of all Minnesota Locals, and the Minnesota State Federation of Teachers was organized. The writer was appointed to the state board of education for a term ending in 1939 and, as a board member, had the

unique experience of calling the attention of the Minneapolis superintendent to available state aids not applied for, thus ensuring a full paycheck for Minneapolis teachers in Dec., 1939.

The Nineteen Forties were years of crisis. They were years of crisis because the teachers' unions were now strong enough to declare war against salary cuts, against school board policies based on reducing costs and balancing budgets at the expense of teachers and the school-children, and against public apathy. The crises were created by the teachers' and other school employees' unions.

THE TWO A.F. of T. Locals, along with aroused citizens, successfully fought an economy program of a new superintendent. In a ruthless and arbitrary manner, he threatened to do away with the kindergartens, free textbooks, repair work, twenty-two elementary schools, and a number of teachers' jobs.

The result of this vigorous stand was a rapid growth in membership. The two Locals set up safeguards for the rights of members on leave for military and Red Cross service. They were successful in reinstating a number of their members dismissed because of discontinuance of position, including the specialists in speech correction.

They elected two of their members, Alice Henry and Myron Leslie, to the pension board, and they did much to strengthen the plan. They explored the management of extra-curricular activities, and they joined with a community group on a program of human relations. The Federation Credit Union was giving ever-increased service.

Work was begun on grievance procedures, health rules, and transfer policies. The unions secured a statement from the superintendent (new) that teachers were free to join organizations of their own choosing.

Union educational conferences, timed to coincide with those of the Minnesota Educational Association, were set up. Organized now by the State Federation of Teachers, the educational conferences have grown tremendously in size and influence.

Progress was being made all along the line—except in one important field. Teachers were finding that postwar inflation made it impossible to live in a salary range of \$1,500 to \$2,800. A joint committee, with the aid of the Central Labor Union, was instructed to negotiate for substantial increases and when these negotiations threatened to break down, intervention by now United States Senator Hubert Humphrey, then mayor, produced a settlement. The new salary schedule, \$2,000 to \$4,200, was to go into effect partially in 1947 and to be completed in 1948.

With the 1948 schedule thus negotiated and signed and adopted officially as part of the 1948 budget, teachers felt secure in this contractual agreement mutually arrived at. Then came the bombshell.

On Dec. 30, 1947, the school board approved a recommendation by the superintendent reducing the school year four weeks and cutting budgeted items for sal-



A new Massachusetts Local, the Peabody Teachers Union, Local 1289, was presented with its charter by President Carl J. Megel recently at the education conference of the Massachusetts Federation of Teachers at Harvard University. From left: Paul Veronese, secretary of Local 1289; Rose Claffey, vice-president of the A. F. of T. and of the Massachusetts Federation; John H. Walsh, president of the new Local; Sally Parker, National A. F. of T. representative, and Megel.



*Snapped against the historical panorma of Rome at last year's highly-successful Hilton tour for A. F. of T. members were, from left: Front Row — Tony, the tour bus driver in Italy; the tour guide for Rome; Doris Singley of Jackson, Ga.; Violet Grenning of Camden, N. J.; Clara Duprat of New Orleans, La.; Helen Gore of Atlanta, Ga., and David Evans, Hilton's European leader. Middle Row — Florence Kelly of New Orleans, La. (partly obscured), and Phil Aaronson of Baltimore, Md. Back Row — Grace Baird of Highland Park, Mich.; Muriel Mitchell of New Orleans, La.; David Balser of Forest Park, Ill.; Byron Bernard of La Porte, Ind.; Elsie Hawk of Peoria, Ill.; Ray Williams of Highland Park, Mich., and Anna Marachky of Cleveland, Ohio.*

aries, supplies, equipment, and building maintenance. This arbitrary action in breaking an agreement without notifying the other party forced the teachers' unions into immediate action.

Margaret Tupper and Charles Boyer, as presidents, notified the board their members would not accept the ten per cent cut in annual salary the reduced school year would produce and that, since the agreement of 1946 had been broken, the teachers were free to present a salary schedule more in line with national standards.

Failure of the board to act favorably on these demands was judged justifiable cause for withholding of services. On Tuesday, February 24, 1948, pickets appeared at all Minneapolis schools. The placards they carried that sub-zero morning said, *On Strike For Good Education.*

IT WAS a week before the board agreed, under pressure, to negotiate at all, and even then, it was in a stubborn, unyielding spirit. The city council offered to advance funds but the board refused the loan by a three to three vote, and the schools remained closed. Sam Drage headed the joint salary committee. Finally, on March 21, an agreement was reached and the schools opened the next day after nineteen days of strike.

The courageous, well-organized, and well-executed strike by the teachers' unions, assisted by the Central Labor Union, brought gains far beyond the salary negotiated—\$2,400 to \$4,480 in 1948 and \$2,600 to \$4,600 in 1949.

There had been real opposition but also, tremendous community support. Many P.T.A. groups, neighborhood and community organizations, and individuals arranged meetings to hear the teachers' story, served coffee to cold pickets, and used

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## **New High Points of European Tours for A. F. of T. Members**

**N**EW AND UNUSUAL features as well as repeats of last year's high points will be included in the European summer-study tours for members of the *American Federation of Teachers* and their families to be conducted by Hilton Tours of Vallejo, Calif., this summer.

There will be two low-cost tours, both leaving by air from Montreal, Can., one on June 17, and the other on July 3, the former for a 54-day trip through eight countries and the latter for 38 days in four countries.

Teachers interested in flying to Europe and back with one of these, then traveling on their own, may do so. All arrangements must be made with Hilton Tours, Box 1007, Vallejo, Calif., from which detailed particulars may be obtained.

Special meetings and stops for the tours are being set up by Richard J. Brett of Waukegan, Ill., co-chairman of the A.F. of T.'s international relations committee. He announced that three of last year's most successful stops will be repeated. These will be at the United Nations food and agricultural agencies in Rome, the European headquarters of the Allied Powers in Geneva, and SHAPE, the Sen-

ior Command of Supreme Headquarters Allied Powers in Europe.

The several added features will include a visit to the headquarters of the Trades Union Conference in London as well as one to the British parliament, and a conference in Brussels with General-Secretary Van de Moortel of the International Federation of Free Teachers' Unions.

Brett said plans are also being completed for the tours to hold meetings with national teachers' organizations including the Sindacato Nazionale Scuola Elementare in Italy and the Federation du Personnel des Services Publics in Switzerland.

Hilton Tours requires a \$200 deposit with each tour reservation. This deposit is refundable in full up until May 1, when final payment is due. Cancellations made after May will be subject to resale of the tour space and to the fee levied by European operators for late cancellations.

The tour leaving Montreal June 17, known as Tour A, costs \$995, and Tour B, leaving the same city July 3, costs \$865. The trans-atlantic air portion only, over and back, with either, may be purchased for \$375.

## MINNEAPOLIS

From Page 21

pressure to get the strike settled satisfactorily.

Jenn Robertson, chairman of Local 59's salary committee, summarized the significance of the strike as follows: "The union teachers have today an added self-respect arising from the fact that they have proved to themselves and to the public that teachers are no longer a docile lot willing to take any treatment accorded them. There have been monetary gains which all can see; more important, there have been ethical gains for teachers and for the schools of Minneapolis."

With the strike over, the Locals started work immediately on improvement of working conditions, with particular emphasis on a defined school day. They blocked a plan, proposed by another new superintendent, to award "self-improvement" bonuses, which was considered a maneuver to break the schedule and to introduce the merit system. The negotiating committee was instructed to start working toward a \$3,000 to \$6,000 schedule.

In 1950, Minneapolis had its sixth superintendent in ten years, and Locals 59 and 238 sought again to establish negotiating procedures. The technique of dodging union negotiations remained the same. It was either assumed that negotiations could be achieved at open meetings or the school board would state that the superintendent had full power to negotiate and the superintendent would insist that he had no such power.

**I**T WAS a period of frustration, and not just for teachers. The janitors-engineers, seeking a wage increase, finally voted to strike. The board sought a restraining order, but a court ruling said, "The right to strike is rooted in the freedom of man, and he may not be denied that right except by clear, unequivocal language embodied in a constitution, statute, ordinance, rule, or contract."

The janitor-engineers went on strike and the two teachers' Locals voted to join them. Meeting after meeting in the early months of 1951 failed to make progress toward a settlement. John M. Eklund, then A.F. of T. president, came to Minneapolis to give help and advice. Finally, a series of talks in the governor's office produced settlements—for the janitor-engineers on March 12 and a day later for the teachers.

The superintendent ordered the schools re-opened for that day. Non-union teachers walked through the picket lines. Principals, in some cases, arranged for mothers to take over the class-rooms of the striking staff members and boasted about being able to run the schools without the striking teachers. The state legislature, then in session, passed a punitive no-strike law for public employees.

Federation members had no time, however, for personal animosities. Teacher unionism in Minneapolis had survived the lonely Twenties, had gained strength in the adversity of the Thirties, and had matured in the crises of the Forties. There



**Teachers, Labor and Legislation** was the theme of a meeting of the Hartford County council of the Connecticut Federation of Teachers in New Britain recently. Speakers included, from left: Mrs. Margaret C. Driscoll, legislative representative of the Connecticut Industrial Union council; Dr. John O. Nelson, president of the Yale Teachers Union, Local 204; Margaret Dun, president of the county council; Mrs. Ruth Warren Greenberg, education director of the Connecticut Federation of Labor, and Gordon S. Hill, president of the Hartford Federation of Teachers, Local 1018, and vice-president and legislative co-chairman of the state Federation.

could be no let-down. The future called for increased alertness and continued activity for teacher rights and good schools.

Soon after the 1951 strike, news began to filter down that the superintendent was preparing individual contracts for all teachers. Tenure teachers had not signed contracts since 1932. What was the purpose of this new move? The unions felt contracts could be used to circumvent the tenure law, to discipline union leaders, to break the defined school day with arbitrary assignment of extra-curricular activities, and to prevent any collective bargaining. The Locals under the leadership of Mary McGrath and George Beacom knew that militant action was needed.

After a futile appearance before the board of education, the Federations obtained from the district court an order restraining the board from requiring tenure teachers to sign contracts as a condition of continuing employment. The case was carried to the Minnesota Supreme court. The decision was a victory for the teachers' Unions.

**O**PEN CONFLICT now belongs to history. The Nineteen-Fifties have brought growth and community recognition and this new era can be said to have begun with the first Labor-Education Day on April 29, 1952. Some 3,000 Minneapolis and suburban teachers attended sessions on labor history, philosophy, and goals. National leaders in education and in labor led the discussions. The two Locals are proud of having given leadership to this highly successful day.

Bringing salaries up to a professional level (now \$4,000 to \$6,200 in twelve steps for a Bachelor's degree) and the improvement of working conditions are the twin objectives of the two Minneapolis Locals today. Transfer policies and griev-

ance procedures have, after many years of work, been formally adopted. The board has printed its rules and regulations. Under consideration are carefully-defined programs on discipline, promotions, and teacher-administrator relations.

For the past twenty-five years the history of the Minneapolis Women's Federation has been intertwined with that of the Minneapolis Men's. We (editorially speaking) think the effectiveness of teacher union activity would be increased by uniting the two Locals under one banner—just as it was envisioned by the men and women pioneers in 1919.

Minneapolis now has a strong liberal majority on the school board. In its thirty-ninth year, the *Minneapolis Federation of Women Teachers* feels confident, responsible, and alert, as does the Minneapolis Men's in its twenty-sixth year.

Selma Larson is president of the *Minneapolis Federation of Women Teachers*. Other officers include Mary Ann Ferraro, Ellen B. Hughes and Bette Jacobs, vice-presidents; Bernice D. Finke, treasurer; Myrtice M. Holmquist, recording secretary, and Berenice I. Hills, financial secretary.

Current officers of the *Minneapolis Federation of Men Teachers* are A. James Heller, president; Frank M. Kohout, John J. Reiter, and Warren A. Peterson, vice-presidents; George E. Fisher, treasurer; Claude C. Lammers, recording secretary, and Francis E. Nickerson, financial secretary.

The pioneers of 1919 would have been pleased to find that what they started could grow to where a school board president would say, as Frank Adams did last fall at a dinner honoring new teachers:

"If I were teaching school in Minneapolis today I would want to be a member of the teachers' union."

# New Books

## Of Interest To Teachers

**EDUCATION FACES NEW DEMANDS.** 49 pp. By Dr. Francis S. Chase, head of the department of education, University of Chicago. University of Pittsburgh Press, Pittsburgh 13, Pa., publisher. \$1.00.

Dr. Chase begins by citing the unprecedented demands our new technological civilization makes on education. Then he outlines the reconstruction education will have to undergo to meet those demands, including "a thoroughgoing re-examination and revision of the sequences of learning, the preparation of teachers who combine sound scholarship with an understanding of human development and with skill in motivating learners, research in methods of instruction, and redesigning the administrative structure."

Finally, he lists the social conditions "necessary to a marked advance in American education"—dissatisfaction, the presence of imaginative educational leaders and energetic citizens' groups, active interest by the press and politicians, and an advancing economy. Along the way he hits at low salaries, inadequate classrooms, "archaic administrative units," and the even more archaic school financing which does not "reflect quickly the rising level of productivity and national income."

This slim but meaty book is the text of Dr. Chase's 1956 Horace Mann lecture at the University of Pittsburgh and is essentially the same keynote address he made at last fall's educational conference of the *Gary Teachers Union, Local, 4*.

**PSYCHOLOGY IN THE CLASSROOM. A Manual for Teachers.** 237 pp. Dr. Rudolf Dreikurs, professor of psychiatry at Chicago Medical school, editor of the *American Journal of Individual Psychology*, and author of "The Challenge of Marriage" and "The Challenge of Parenthood." Harper & Bros., 49 E. 33rd st., New York 16, N.Y., publisher. \$3.75.

Dr. Dreikurs translates basic principles of psychology to direct and practical use in the classroom, drawing a precise line between the role of the teacher and that of the therapist. Working with case histories of actual

classroom situations, Dr. Dreikurs shows how teachers can promote both learning and growth in the classroom.

"A teacher who is not the children's friend," he writes, "cannot be a good teacher. But friendly feelings are not enough; the teacher must have the technique to translate her friendly attitude into constructive actions, to guide the child in the difficult process of growing up."

**THE PSYCHOLOGY OF ADOLESCENCE.** 438 pp. By Dr. Arthur T. Jersild, Teachers college, Columbia university. The Macmillan company, 60 Fifth ave., New York 11, N.Y., publisher. \$5.00.

This is a book intended for those seeking to understand adolescents—students, teachers, parents, adolescents, and older persons wishing to inquire into the bearing their own adolescence had on their lives as adults.

Dr. Jersild, a teacher of adolescent psychology, has combined into one continuous account both the objective—norms of development, architecture of growth, measurements of traits—and the subjective approach—the nature of the adolescent's personal experience of his own existence.

Teachers may especially enjoy the chapter on "The Adolescent at School" and Dr. Jersild's discussion of the qualities of a good teacher.

**COUNSELING AND PSYCHOTHERAPY WITH THE MENTALLY RETARDED. A Book of Readings.** 478 pp. Edited by Dr. Chalmers L. Stacey, associate professor of psychology at Syracuse university and clinical psychologist at Syracuse state school, and Manfred F. DeMartino, former clinical psychologist at Southbury Training school and author of articles in psychological and psychiatric journals. The Free Press, 1005 Belmont, Chicago 13, Ill., publisher. \$7.50.

This pioneering book, the first devoted exclusively to the problem of counseling and psychotherapy with the mentally retarded and their parents, brings together basic materials from widely-scattered sources. The clinical and psychotherapeutic sections

deal with specific techniques such as individual and group play, psychodrama, speech therapy, psychoanalytic approaches, and vocational-occupational therapy.

**A TEACHER VIEWS THE SCHOOL CRISIS.** 224 pp. By Wilma Gunn May, teacher in the Floyd county (Ky.) schools, lecturer, writer. Pageant Press, 130 W. 42nd st., New York 36, N.Y., publisher. \$3.00.

More complete instruction in the lower grades, less emphasis on the "social", stronger pre-school preparation, and spiritual guidance are suggestions made by the author to "alleviate the weaknesses in modern progressive education." Mrs. May cites the dangers of the lack of competitive stimulus and "passing incapable students" just to prevent overcrowding of classrooms.

**SPEECH CORRECTION IN THE SCHOOLS.** 294 pp. By Prof. Jon Eisenson and Prof. Mardel Ogilvie, Queens college, New York City. The Macmillan company, 60 Fifth ave., New York 11, N.Y. \$4.25.

This book, addressed to the classroom teacher and the school speech therapist, seeks to promote an awareness and understanding of the problems of the speech-defective child and the acquisition of some basic skills for dealing with speech problems which are not complicated by psychogenic or organic factors.

**VOCATIONAL EDUCATION AND PRACTICAL ARTS IN THE COMMUNITY SCHOOL.** 512 pp. By Harold M. Byram, professor and chairman of the agricultural educational service in the department of vocational education of Michigan State university, and Ralph C. Wenrich, professor and chairman of the department of vocational education and practical arts, University of Michigan. The Macmillan Co., 60 Fifth ave., New York 11, N.Y., publisher. \$5.50.

The authors believe that "the objective of any good school program should be to develop a complete and unified program of vocational education and practical arts."

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